

JUNIOR COLLEGE JOURNAL

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Inventory Time

EDITORIAL

SCHOOL administrators and teachers should find it expedient to follow the practice of businessmen in taking inventory at the beginning of the year. Just as industry has learned that only by knowing well the stock that it has on hand can it prepare financial statements and plan for the future, so an educational institution will be able better to evaluate its program and to make intelligent plans if it takes time out to think articulately about its situation.

As the new junior-college year begins, different situations prevail in different communities. September enrolments may be up in some junior colleges and down in others. Some colleges may have problems that are not common in others. Certain basic conditions, however, are likely to prevail rather generally

over the country—conditions which each institution would do well to take cognizance of and to become concerned about.

Let us first take stock of some situations which seem now to lie behind us. The large veteran enrolment that thrust itself upon junior colleges two years ago has receded. Veterans are still enrolled, but they do not constitute the high percentage of the total enrolment that they did over the past two years. In many institutions the peak enrolment seems to have been passed, at least for the present. The emergency situation with which we have been faced has subsided. We are not quite so hard pressed for facilities and staff. The practice, on the part of many junior colleges, of adhering to the preparatory curriculum in order to accommodate the large number of veterans interested in pre-professional training may have lost much of its justification.

Behind us, too, lies an era of unprecedented acclaim for the junior college. Its merit has been ex-

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tolled over the years, but never so heartily as in the past two years, when it was able to take its place among other institutions in providing opportunities for the returned veteran. Likewise, it has been cited more frequently in recent months than in prior years as a community institution, and, from the report of the President's Commission down, numerous and continuous claims have been made for the junior college as an emerging institution with a brilliant future.

As we concentrate on the situation as it exists this fall, we are cognizant of a number of important considerations. We again face uncertain days. The situation brought about by the need for a draft and, in fact, the draft itself means that we cannot be too sure of enrolment. We have a higher percentage of younger students. Some of these younger students might prefer to be attending college elsewhere, but the difficulty which they have in securing admission results in their being in the junior college. Many, on the other hand, are attending because of the growing belief in the junior college as a post-high-school institution. Finally, in many junior colleges, both private and public, there are financial problems caused by the inability of the dollar to stretch indefinitely.

The implications growing out of

the past and present situations are numerous. Developing the proper curriculum and the best student personnel program for a changing clientele in changing times, adjusting to a shifting enrolment, upgrading staff and plant to insure that any recent decline in quality is restored, and working out financial plans on a permanent, stable basis are only a few of the responsibilities which should be assumed. In a nutshell, it may be said that a tremendous responsibility falls on the shoulders of junior-college administrators everywhere to make the junior college approach the type of institution which the various commissions and committees have said it should be. These bodies have given us a challenge, but their predictions and beliefs will not cause one single step of progress unless we take action to implement their suggestions.

In the months ahead, as always, the American Association of Junior Colleges stands ready to assist junior colleges in the solution of their problems. Through the activities of the Washington office, the *Junior College Journal*, and the research program, it is hoped that members may feel a sense of working together and of accomplishment.

LELAND L. MEDSKER

Appraising the Junior College Journal

ROY W. GODDARD

IN late March the writer, on behalf of the Editorial Board, sent out from Rochester a printed letter asking for suggestions for further improvement of the *Junior College Journal* and urging submission of manuscripts suitable for publication. The letter went to all institutional members of the American Association of Junior Colleges, 463 in number. By the date of this writing, almost two months later, 77 responses have arrived, ranging in length from a few words to several paragraphs. Although additional answers will come in, it is safe to assume that they will be few and scattered and that they will not change, in any far-reaching way, conclusions which may be drawn from responses already at hand. It seems advisable not to wait longer but to make available to the Editorial Board, the editors, and the membership of the Association the outcomes of a simple analysis of this first main body of answers.

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Responses Are Commendatory

Although the letter asked mainly for "suggestions for further improvement" of the *Junior College Journal* and at no point solicited favorable responses, by far the most recurrent type of answer was highly complimentary to present content and format. Actually, 50 of the 77 returns were complimentary to the *Journal*. Readers may be interested in illustrative excerpts from the commendatory comments.

It is only proper to congratulate you and the other members of the Editorial Board on the extensive improvements that have been made in the *Journal* in the past several years. It is most attractive and a worthy representative of our junior-college association.

It is already a most excellent publication—perhaps the best of its kind in the field today.

The *Junior College Journal* is fine, and I know it has been a great help to the members of our staff.

It has improved immeasurably in both content and format over that which was issued prior to the making of the present editorial arrangements with the University of Chicago.

We find the *Junior College Journal*

interesting, and we are confident it could not be placed in better hands.

We like the new *Journal* very much and think you people are doing a grand job.

We find the *Journal* extremely valuable, and it has given us many suggestions that we have translated into action. . . . I look upon it as a splendid publication and shall be very satisfied to see its present standards maintained.

I think the *Journal* has been vastly improved in the last year or so. It is much more interesting.

Our instructors are well satisfied. . . . The *Journal* has improved a great deal over the last years and . . . the material is of great value to the average college instructor.

It has improved so much that it is almost presumptuous of me to make a recommendation for further improvement.

The *Journal* has been well handled.

It is a very good *Journal* as at present published.

We like the *Journal* very much as it is. . . . The quality of the articles has improved considerably as well as the form of the publication.

I think it is a valuable magazine to have coming, and I think our faculty enjoy it.

These illustrative comments are unquestionably high praise, and all parties concerned, inclusive of the Association's membership, the Editorial Board, and the editors, should be gratified by their prevailing emphasis. The fact that only a

small proportion of the total membership utilized the occasion to write at all may also be taken as an endorsement of present policies and practices, since, if there were any considerable dissatisfaction, larger numbers would have made recommendations or registered complaints.

Suggestions for Improvement of Content

RECURRENT SUGGESTIONS.—Thirty-eight, or about half, of the 77 respondents made suggestions for further improvement. All but a few of these suggestions had to do with content for the *Junior College Journal*. A number of them were made more than once, and these recurrent suggestions are listed in Table 1 in the order of frequency of mention.

TABLE 1.—SUGGESTIONS MADE TWO OR MORE TIMES IN RESPONSES FROM JUNIOR COLLEGES

<i>Suggestion</i>	<i>Number Making Suggestion</i>
1. More news of junior colleges and junior-college personalities	8
2. More reports of significant developments in individual junior colleges	5
3. Less research and statistics ..	5
4. More articles that will interest teachers rather than administrators	4
5. More attention to private junior colleges	4
6. More contributions from junior-college teachers and administrators	2
7. More articles on terminal technical and business curriculums	2
8. More articles on courses for adults	2

The most recurrent suggestion for improvement of content is that there be more news of junior colleges and junior-college personalities. As our periodical is organized, news of this kind appears largely in the regular features, "Junior-College World" and "From the Executive Secretary's Desk," copy for which is prepared in the Washington Office. Dr. Bogue has long been aware of the desirability of this preference for greater news coverage, and the membership can help him greatly by assuming responsibility for keeping him informed of all important events in the individual junior colleges. A continuing flow to the Washington Office of news of significant events in the field is essential to the maintenance of the adequate news coverage desired.

Carrying into effect the next five suggestions in the table is similarly dependent on the co-operation of junior-college workers throughout the country. Articles reporting significant developments in individual junior colleges must, in the main, come from the field; to make possible a better balance of articles of this kind and of articles reporting researches, more of the former must be submitted than are now being received at the editorial office. The suggestions to publish more articles that will interest teachers rather than administrators, to give more attention to private junior

colleges, and to publish more contributions from junior-college teachers and administrators are, in effect, admonitions to workers in the field to bestir themselves to prepare and submit manuscripts along the lines implied in the suggestions. Members may be assured that the editors will give serious consideration to all manuscripts that are submitted.

The remaining recurrent suggestions, each made by two respondents, are for more articles on terminal technical and business curriculums and on courses for adults. The fact that articles on these subjects have previously been published in the last two volumes of the *Junior College Journal* leads to the expectation that more will be published whenever more publishable materials are received.

Because of the present organization of the Association for carrying on certain of its important activities, it is appropriate to revert briefly to consideration of the suggestion that the *Junior College Journal* put less emphasis on research and statistics. Reference is here made to the plan of organization to foster and carry on research on behalf of the Association—the plan that provides for a central Co-ordinating and Research Committee which has a representative from the five Committees on Research and Service, which are in turn concerned with administrative prob-

lems in the junior college, curriculum and adult education, student personnel problems, junior-college teacher preparation, and junior-college legislation. All these committees are active, in the sense that they are carrying on investigations or having investigations carried on for them in the Association's Research Office or elsewhere. It is understood that the Association's *Journal* is the outlet for results of these investigations, and it is inevitable that most of the reports of these researches take on a somewhat statistical, or at least tabular, character. The question remains, of course, of what is a proper balance between reports of research and other articles, and this turns into a question of policy. It may be that Dr. Koos will want to comment editorially in some later issue on this problem of balance.

NON-RECURRENT SUGGESTIONS.—More than half the suggestions made are represented in the recurrent categories in Table 1 just reviewed. However, a number of suggestions appeared once only in the answers of respondents. Most of these point toward types of emphasis in the content, while a smaller number asked for single reports or articles on specific subjects. Among the former were suggestions for articles on "more controversial subjects," "several articles each year on the social and curricular problems that face many junior colleges," more articles on pre-professional of-

ferings, a series of articles on junior-college development by states, articles readable by students, reviews of new textbooks for the various departments, more on the junior college as a lower division of universities, descriptions of superior courses, and "a page for clearing-house for junior-college staff appointments." A single respondent urged "less attention to the four-year junior college," and one would like to see the *Junior College Journal* more like another professional periodical which he names and which emphasizes "longer technical papers," thereby urging a policy to nullify that preferred by the respondents who would like to see less research and statistics. Among the specific subjects on which respondents would like reports or articles were guidance in the field of family relationships, departmental organization, accrediting agencies, absenteeism from junior-college classes, and responsibilities of administrative officers.

Since each of these suggestions was made only once, they are merely reported here and are not discussed, although the list will be kept at hand for optimum recognition in subsequent issues of the *Journal*.

Suggestions concerning Format

A few suggestions were concerned with the format of the *Junior College Journal*. Two of these asked for a "more attractive" and a

"more interesting and varied cover." These two opinions are more than offset by the rather large number of respondents who referred in complimentary terms to the *Journal's* cover and general format. In this connection the writer recalls that the *Junior College Journal* two years ago was redesigned by the same agency which a few years earlier had redesigned the *Elementary School Journal* and the *School Review*, which are published by the University of Chicago Press. The format of the *Junior College Journal* is rather closely analogous to that of these two periodicals, which have been complimented by experts for their appearance when compared with other professional educational periodicals. One respondent would like to see "some pictorial illustrative material" and another, "photographs of exemplary college buildings." The problem of introducing pictures is partly one of additional cost for cuts and for coated paper and partly one of the limited range of material suitable for pictures in a professional periodical. However, the desirability of occasional use of illustration is well worth keeping in mind for the future as financial resources for publication increase.

Pledges of More Manuscripts

In compliance with the portion of the writer's March letter urging

members to be on the lookout for possible manuscripts suitable for publication as articles, numerous pledges of co-operation were received. Co-operation has already gone further than mere promise, as several manuscripts have actually come in to the writer or directly to the editor's office in response to the request. It is important that members keep continuously in mind the need for publishable manuscripts. The comment may deserve to be made that, after all, possible sources of materials concerning junior colleges are more restricted than are sources for elementary and high schools, and all will need to be drawn upon to maintain a strong organ for the junior-college movement.

In Appreciation

Speaking for the Editorial Board, the writer closes this report of returns from the inquiry by expressing appreciation to the membership for their co-operation in response, thereby providing a basis for further improvement of the *Junior College Journal*. Appreciation is also included for the generous commendation of the *Journal* in its present form. Our members are asked to keep the need for continuous improvement in mind and to submit suggestions at any time. Assurance is hereby given that all suggestions will be granted serious consideration.

Facts Concerning Student Personnel Programs

J. ANTHONY HUMPHREYS

DURING the past few years there has been a noticeable revival, on the part of administrators of junior colleges, of interest in student personnel service. More and more this function is being recognized as one of the principal responsibilities of the junior college. In fact, this unique educational institution cannot live up to some of its primary purposes—helping the individual student explore his capacities and interests and helping him to find his own particular place in society—unless the junior college supports an active, adequate program of student personnel service. Any college owes to its clientele the periodic study of the requirements and the content of offerings in relation to the educational and personal needs of its students; for over the years—in some cases, even within a few years—the general characteristics

of communities and of student bodies change.

The alert college recognizes these developments and seeks to adjust its curriculums and the content and methods of teaching courses to meet the new conditions. Through its knowledge of the student body, gained by testing and counseling, the student personnel service is in a strategic position to keep the administrative staff and faculty informed concerning the characteristics of the students, the degree of success in adjusting to the curriculums, and the degree of effectiveness of the curriculums and the extra-curriculum activities in the educational and personal lives of the students. Given the necessary, qualified personnel and time in which to perform the function, the department of student personnel service can render these significant, essential services. In fact, in most institutions this fundamental responsibility of evaluation and guidance is not fulfilled completely without the assistance of persons trained as specialists in personnel work.

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A Research Project

The Committee on Student Personnel Problems of the American Association of Junior Colleges was established in 1946 as one result of the canvass of opinion of junior-college administrators concerning problems in need of research. These men and women cited student personnel practices as one of the important areas of activity in the junior colleges which needed attention. More specifically within the total area of student personnel practices, relationships between junior colleges and high schools and procedures of placement and follow-up were found to be uppermost in the minds of the administrators.

During 1946-47 preliminary approaches to the investigation of student personnel practices were made by the committee. At the meeting of the research committees of the Association in August, 1947, the writer and Dr. Grady St. Clair, two of the members of the Committee on Student Personnel Problems, revised and elaborated on a questionnaire which had been prepared earlier by Dr. William A. Black, another member of the committee. After minor revisions of the material by Dr. Koos, director of research for the Association, this schedule was mailed in November and December of 1947 to the administrative heads of approximately 650 junior colleges.

The schedule on student person-

nel problems circulated by the research office of the Association was divided into three sections: (1) facts concerning the institution's student personnel program; (2) junior-college and high-school relationships in personnel services; (3) placement and follow-up of students. In this article and in two others by Dr. Black and Dean Charlotte D. Meinecke, to be published in later issues of the *Junior College Journal*, summaries and interpretations of the findings from the schedule are presented. Wherever it is possible to do so, implications or observations with reference to student personnel service will be noted.

The detailed work of tabulating replies to the schedule was done in the Research Office of the Association by S. V. Martorana, formerly assistant director of research, and other persons working with Dr. Koos. Mr. Martorana presented a report on the project at a sectional session of the annual meeting of the Association at Kansas City in February, 1948, and the writer, in preparing this article, has had access to the notes which he used in making the presentation.¹

Since the Committee on Student Personnel Problems is a standing, working committee of the Association, the responsibilities of the

¹ A small supply of the full set of mimeographed tables drawn from the study is available in the Research Office for persons who may have use for them.

group do not cease with the publication of these three articles. The future activities of the committee will include a more intensive and extensive study of student personnel service in the junior college, with particular emphasis on evaluation of present practices. These three articles are a preliminary report of progress and will be followed by other reports in the *Journal* and at annual meetings of the Association. Parenthetically, the members of the committee earnestly solicit comments of any nature and offers of assistance from all who may be interested. Because the function under study is complex, help from many sources is needed and desired.

The Findings

The tabulations of replies to the schedule were shown generally under three categories: size of institution, type of control, type of organization of the junior college. "Small" colleges are those of fewer than three hundred students; "large" colleges are those with three hundred or more students. In the spring of 1946, the Research Office learned through a study that the median enrolment for all junior colleges in the United States was about three hundred students. The basis for the division according to type of control was taken from the "Directory of Junior Colleges," which uses the terms "local," "dis-

trict," "state," and "private" to describe the different types of control. Grouping according to type of organization depended on the degree of integration between the junior-college years and the supporting high-school years. Separate two-year junior colleges are defined as two-year units housed in complete separation from high-school years. "Associations" refer to two-year units housed co-operatively, in whole or in part, with the high school. Four-year units are those which include Grades XI-XIV.

This report is based on 320 usable schedules, representing a return of 49.5 per cent, almost half, of the institutions contacted. For the sake of showing the representative character of the replies, Table 1 is presented. It may be noted that returns are distributed as follows: 47.8 per cent, local and district public junior colleges; 42.8 per cent, private institutions; 9.4 per cent, state junior colleges.

Returns to queries in the first section of the schedule, which asked for facts concerning the student personnel program, reveal the following practices.

1. The titles most commonly used in designating student personnel functionaries are (a) head and assistant head of the college, (b) deans of men and women, (c) director of guidance and director of personnel service, and (d) counselors.

2. The assignment of faculty members as advisers seems to be almost twice as frequent in private junior colleges and state junior colleges as it is in local and district junior colleges.

3. The director of admissions or registrar appears as a personnel functionary in about 17 per cent of all the institutions which reported. All in all, this person appears with almost the same frequency as the faculty advisers, so far as total mention is concerned. In the local and district and in the state junior colleges, the director of admissions or registrar is reported to a slightly higher degree than are the faculty advisers. The reverse seems to be true for private junior colleges.

4. The large local and district junior colleges lead in frequency of mention of the special personnel functionary designated as "director of placement."

5. The median number of functionaries listed in the student personnel program by all respondents as a group is two. However, the median is three for the large junior colleges (private and public) and for the four-year institutions.

6. Most personnel functionaries in the large junior colleges are allowed from one-third to two-thirds of their time for personnel activities. Small colleges of all types allow less than one-third of the workers' time for this function. The large local and district junior colleges re-

port a higher percentage of full-time personnel workers than does any other group of institutions.

7. As would be expected, the majority of personnel functionaries work at both the high-school and the junior-college levels in the four-

TABLE 1.—DISTRIBUTION BY SIZE, TYPE OF ORGANIZATION, AND CONTROL OF 320 JUNIOR COLLEGES SUPPLYING DATA ON STUDENT PERSONNEL PROBLEMS

<i>Group</i>	<i>Num- ber</i>	<i>Per Cent</i>
Local and district:		
Separate two-year:		
Small*	16	5.0
Large	49	15.3
All	65	20.3
Association:		
Small	51	15.9
Large	23	7.2
All	74	23.1
Four-year	14	4.4
All local and district ...	153	47.8
State	30	9.4
Private:		
Separate two-year:		
Small	49	15.3
Large	39	12.2
All	88	27.5
Association	44	13.8
Four-year	5	1.6
All private	137	42.8
Total	320	100.0

* Small, fewer than 300 students; large, 300 and over.

year units (Grades XI-XIV), in private and in public junior colleges (100 per cent in the former and 78.6 per cent in the latter). As for the association type of institution, 35.1 per cent of the publicly controlled junior colleges report use of personnel functionaries as a means of articulating the high-school and

the junior-college years. In the association colleges, privately controlled, the percentage is 59.1.

8. No private or public junior college of the separate type reports use of personnel functionaries as an articulating device.

9. Almost 81 per cent of the 320 junior colleges conduct orientation programs for first-year students. The small local and district colleges that operate in association with high schools and the four-year local and district colleges have these programs of orientation much less frequently than do the other types of institutions. Because of the ready-made articulation in the association and four-year institutions, this circumstance would be expected.

10. In all kinds of junior colleges the most prevalent time for orientation programs is during the first few days of the new term. Such practice was reported in 58.5 per cent of the 320 institutions.

11. In use made of the entire first term or a semester as an orientation period, these percentages were found: (a) 52.6 per cent of the large local and district association colleges; (b) 52.4 per cent of the large separate local and district institutions; (c) 50.0 per cent of the four-year public units; (d) 48.2 per cent of all local and district colleges; (e) 44.1 per cent of the private junior colleges.

12. The large local and district associational junior colleges (47.4 per cent), the four-year public col-

leges (37.5 per cent), and the large separate private junior colleges (34.2 per cent) lead in carrying on orientation practices prior to the official opening of school.

13. In all classifications of junior colleges, the three most frequently mentioned activities used in orientation programs are these: orientation to college, testing, and counseling. Other components of the orientation programs are assemblies, social activities, and formal orientation courses.

14. The private junior colleges report much greater use of social activities as a device of orientation than do the local and district institutions.

15. In all groups of junior colleges, the majority of institutions report one, two, or three activities in the orientation program for first-year students. The most common number of activities in orientation is two (reported by 32 per cent of 258 colleges). Sixty-five institutions (25 per cent) report one activity; thirty-nine junior colleges (15 per cent) report three. Ten institutions include four components in their program of orientation, and one large junior college of the local and district group reports five activities.

Observations

Current analysis of the data presented by replies to some of the items in the schedule on student personnel problems leads to the following observations by this writer.

1. The head or the assistant head of the junior college carries too much responsibility for detailed operation of the student personnel services.
2. Student personnel service is recognized by too few institutions as one of the major functions in the actual operation of the junior college.
3. Qualified personnel workers, employed on a full-time basis in that function alone, should be used to a much greater degree than they are at present. The importance of the function and the opportunities for service to students justify the expenditure of money. Too little consecutive attention is given to this work by specially trained personnel.
4. Many junior colleges might well arrange to assign to the registrar a larger measure of responsibility in the operation of the program of student personnel service. Because of the wealth of records, actual and potential, in the hands of the registrar, his department is strategically placed to carry on personnel work.
5. The separate type of junior college, private and public, is failing to use its personnel functionaries in the articulation of the high-school and the junior-college years. Even the associational type of institution is not adequately living up to its opportunities in this respect.
6. Too few junior colleges are offering programs of orientation of first-year students. In some which do report this activity, the program is inadequate in content and extent.
7. Public junior colleges are failing to use social activities as a device in the orientation of Freshman students.

Education for Social Well-being

Public Policy and the Junior-College Mandate

ORDWAY TEAD

THE junior-college movement is now of age. Its place in the sun is now assured. Its years of responsible maturity are upon it. New and larger obligations are imposed, and they cannot be evaded even if we would. Our labors are viewed, not alone by us, but by citizens and educators on a national front, as requiring that lessons which have been learned by a few hundred junior-college institutions be multiplied in the operation of some thousands of additional community colleges. They also require that certain lessons about our function which we may not yet have learned completely be aggressively faced

and answers be worked out—and all this with speed and urgency.

Our nation is now irrevocably set for the extension of free education into the thirteenth and fourteenth school years for a considerable fraction of America's young people—an expansion comparable in importance and relative magnitude to that of our high schools in the last forty years. Both the present experience of such states as California and Texas and the forecasts of bodies like the President's Commission on Higher Education, the New York State Temporary Commission on the Need for a State University, the Commission To Survey Higher Educational Facilities in Illinois, the Mississippi study, and others, point unmistakably to a new confidence in the functional need for the kind of educational institution which this Association represents. We have a right to anticipate and to plan that, within the next twenty years, at least one-half of the high-school graduates will be enabled to extend their education for two more years. This should mean an eventual jun-

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ior-college enrolment on the order of well over three million students.

This prophecy no doubt sounds somewhat terrifying. We are more conscious of our limitations and shortcomings than are those who are now asking us to help in carrying this greater burden both of numbers and of qualitative results. I refer not so much to any enlarging of present junior colleges as to the multiplication of their number, although I believe both things will take place. And I affirm that, for guidance and leadership in this multiplication of institutions, we have responsibilities as an *association* which we must not evade. This is the time which, taken at the flood, can lead on to fortune—the good fortune of assuring far more education for genuine social well-being in a pattern of which we are the custodians.

With some reluctance I omit discussion of our operating shortcomings in favor of advancing a platform about the central matters as to which we have now to show educational statesmanship through the necessary broadening of our professional concern and active counsel. If education for social well-being is to be more than a cant phrase, we of the organized junior colleges have to deploy into wider areas of public policy and do so with courage, imagination, and creative zest. With the issuance of the report of the President's Commission on Higher Education, the time

has passed when we can meet merely as 650 separate and individual colleges to discuss internal problems of lesser urgency. We have been summoned by the nation. That summons cannot be ignored. Our sights have now to be raised in ways heretofore undreamed of.

I propose for consideration, therefore, a platform of seven points, believing that thus our most serious problems of statesmanship can be faced. Our platform should be:

1. To affirm the responsibilities of our several states and of their subdivisions for providing for more free education for the thirteenth and fourteenth years.
2. To clarify the degree of responsibility of the federal government for assuring that a comprehensive program at the level of the several states is not retarded by inadequate local funds.
3. To define the continuingly important role of the private junior college.
4. To act upon the need for improved programs of teacher education for instruction in the thirteenth and fourteenth years.
5. To act upon the need for a systematic campaign to enlist more qualified college students for teaching in this sector.
6. To meet the need for study and implementation of modernized teaching methods to assure genuine student learnings.
7. To support the need for a national body of lay citizens to press from the *public point of view* for those measures—financial, educational, regu-

lative, and administrative—which are essential to carrying out such programs as are now before us and as may later be shaped for improving the quantity and the quality of higher education.

I shall speak briefly on each of these seven points.

1. There is now wider recognition than ever before that our several states have an immediate responsibility to initiate one or another form of state systems of nonresident, free community colleges for the thirteenth and fourteenth years of post-high-school education. This should supply general education together with some fractional elective inlay of training courses in subjects related to local occupations for which preparatory study can be economically and personally valuable. The objective of education for the whole person's fitness for total living has to be controlling in the planning of the curriculums for these new colleges.

There is, in stimulating this movement in states which have not as yet faced up to this new pattern, no need for dogmatism about what you and I know to be moot points among us on the organizational side. Whether the 6-4-4 time formula be adopted; whether high-school superintendents extend their jurisdictions; whether boards of trustees or boards of visitors, local or state or both, be in charge; whether support come from city or school districts or from the state—these are all important questions.

But there is room for divergence of view and for experiment from state to state in determining how these matters shall be handled. Let each state take the best counsel it can get and appraise existing experience as best it may: out of variegated approaches are sure to come improved provisions. It is too early to freeze any of these formulas. We should realize, for example, that what is popular on the Pacific coast may be quite at odds with methods acceptable in the northeastern tier of states. There is but one slogan to cling to: the people want more opportunity for free education into the thirteenth and fourteenth school years. Our task is to help them get it with a minimum of fumbling and repetition of former mistakes.

2. The second point concerns the federal government's future relation to junior-college education. Our states are conspicuously unequal in the amounts of actual dollars available for education and in the percentage of state resources assignable to education. Because in some states the cost of supporting such state systems cannot prudently be met out of a combination of state, regional, and local fiscal resources, the federal government will surely have to recognize an emerging responsibility for contributing to such education on a basis of demonstrated need both for capital funds and for operating expenses.

The President's Commission on Higher Education was wisely clear on several points in this connection. It recognized the immediate urgency in poorer states for funds to level up and equalize elementary and secondary education. It felt that methods of appropriation were available and prior experience was such that allegations of federal control of education policy in state institutions had only slight validity if appropriations and federal administration were intelligently handled. There is a long history of federal funds for one or another type of local education; and, in the main, interference with the local education process has been negligible. This Commission agreed also that for the present any question of granting federal funds to private institutions raised more difficulties than it solved.

The key feature here is the need for determining state needs in equitable ways after every possible effort has been made for local support of an extended system of two-year colleges.

3. Are we ignoring the private junior colleges in all this? The answer is "No." In the developing national program they continue to have a place analogous to that of the private four-year colleges. Their mandate is to constitute themselves as "pilot plants," working intensively in areas where our need is great—in shaping sound curriculums; in devising needed

teaching materials and improved teaching methods; in encouraging more teacher in-service training, more effective field-work plans, suitable student counseling, and sound total administration.

The room for pioneering and for experiment is all but limitless. And a frank assumption of this kind of educational responsibility should give the private institutions a new lease of life and a persuasive argument for going before private donors for the needed resources. Those private colleges which merit survival for service rendered will surely survive.

4. In this acceleration of community college growth a problem as crucial as any is the availability of a sufficient supply of qualified teachers. Right methods of organized graduate education to assure this supply are not now available, nor are objectives and methods of effective graduate-school instruction for this purpose as yet clearly agreed upon. The present Ph.D. procedures are obviously no complete answer.

There may well be need of a new two-year graduate degree, such as Master of General Studies, to be incorporated into present graduate education or into a new type of graduate school.

So urgent is this need that the American Association of Junior Colleges might well ask the graduate school deans of liberal arts in the nation's universities to join

with it in a continuing series of conferences or in a Commission of Inquiry and Recommendation under foundation subvention, or in both simultaneously in order to formulate a program of junior-college teacher training along new and educationally adequate lines. There will be no forthright handling of this matter without vigorous and immediate affirmative action by this Association. This task of leadership is inescapable and imperative. And there are sufficient evidences of interest among the graduate school deans, both in the liberal arts universities and in the schools of education, to warrant the hope that progress here can occur without unreasonable delay if we will supply the stimulation.

5. Parallel with the exerting of organized pressure for better graduate instruction, the American Association of Junior Colleges itself should carry on a systematically planned national campaign to interest qualified college students in the profession of teaching at this level. Here is a vocation of challenging importance. It touches young people in formative and responsive years in their intellectual and aspirational life. The genuine rewards both financial and psychic can be validly placed before college upperclassmen. But a vocation is a calling—young people have to be called by someone, and they have to find here a real calling and

summons to public usefulness. A systematic campaign of deputations into colleges and schools of education can help to turn the tide if we will put our best minds and most persuasive personalities at work on this necessary educational evangelism.

6. Conspicuously lacking at the junior-college level are positive measures to grapple with the special teaching problems of this transitional two-year period. We tend either to utilize stereotyped extensions of high-school teaching methods or to take over, without modification, the rigidities and bleakness of college teaching efforts as now used in the first two college years. Fortunately there is now increasing acknowledgment that what goes on in our classrooms, laboratories, and field-work experiences stands in dire need of complete re-examination and overhauling. The problem of effective teaching and learning at this level, with its rapidly increasing numbers of students whose intellectual qualifications are somewhat different from those in the senior colleges, is a new problem to be faced experimentally without preconception and with imaginative originality in the light of modern knowledge of the nature of the learning process.

Hence I propose the immediate creation of a Commission on Teaching Methods of the American Association of Junior Colleges,

which will collate and publicize in every possible way the best now known and, with foundation support if necessary, encourage further research and controlled experiment in improved teaching methods, with special reference to the students whose capacity for abstract thinking is not high and who are better *doers* than they are *verbalizers*.

I am, of course, mindful of the excellent work done in related fields which culminated in this Association's volume *Terminal Education in the Junior College* (Harper & Brothers, 1947), but this same kind of approach should now be made into pedagogical method itself, drawing on today's tremendously fruitful psychological scholarship.

7. It is not fair, perhaps, to say that the public activities of educational associations are suspect with legislative bodies because proceeding from professionally interested groups. But they are undoubtedly discounted among the generality of citizens, who realize that educators have a vested interest in education.

Hence I believe that there is today, as never before, urgent need for a strongly organized *lay* organization, on a national scale with vigorous state branches, to forward the cause of more adequate education including all levels, with special reference to assuring fuller financial

support from all appropriate public taxing bodies—local, state, and national.

The professional organizations of teachers and administrators cover every phase, from kindergarten to graduate and professional schools; and they perform an invaluable service of public enlightenment on behalf of educational advances. The National Education Association, the American Council on Education, the American Council of Learned Societies, the Association of American Colleges, the Association of American Universities, and a number of others undertake, with powerful effect, to voice the outlook and concern of various groups within the educational world.

Moreover, the United States Office of Education stands as the national public agency charged to interpret and advise regarding professional educational activities nationally viewed; and an even more affirmative role should now be accorded to this office, especially with respect to junior-college problems.

There are also, at the *local* level, parent-teacher associations and public education associations, which speak influentially for the over-all citizen interest in many individual communities.

But we still lack a national citizen body. And I am glad that plans are now under way for a National

Association of Citizens for the Advancement of American Education, which would be the watchdog and protagonist of the cause of education *nationally and publicly viewed*. The problems with which such an agency will have to be concerned are numerous and of critical importance to public welfare. Almost all the recommendations of the President's Commission on Higher Education suggest the need for such a *citizen* group to drive in a sustained way in the next twenty years for the fulfilment of those recommendations. Powerful and valuable support for such an agency from organized labor and organized farmers will be an almost foregone conclusion.

Our Association would add greatly to its stature in educational statesmanship if it would seek in every possible way to aid in strengthening and co-operating with such a national association of lay citizens dedicated to supporting educational progress, first at the federal level, and drawing liberally for its forward-looking policy on the Report of the President's Commission on Higher Education.

I am sure that the way ahead in Congress and in the influence of the United States Office of Education

will be vastly facilitated when this citizen group can add its support to many measures that the professional groups are already supporting.

In conclusion, then, my plea is for immediate realization that, if we are to do our part in strengthening education for social well-being, we have to move out into the world of national educational statesmanship with an assured and vigorous influence. And this influence depends, I submit, upon our espousing a program along lines of the seven points I have mentioned. These are matters which advancing public sentiment is placing in our laps for guidance and for action. And some features, such as teacher recruiting and teacher training, are so serious that only big and bold measures on our part will suffice.

I am confident that in this crisis of national educational ferment, need, and proposal, the educational statesmanship of this Association will not be found lacking. I propose for our acceptance an adaptation of a fine old Latin phrase:

Movemus et proficemus!
We move and we get things
accomplished!

Informational Hygiene for Women in California Junior Colleges

MILDRED D. WOLLET

THE study of the status of health education and, in particular, of informational hygiene, in the junior colleges of California is based on the writer's earnest conviction that much constructive thinking and planning must be done in this field. The presentation of adequate, useful, citizen-gearred health information to prospective mothers and business and professional women was never more vitally needed than it is today in the public junior college.

If the subject matter presented in informational hygiene courses is planned on the assumption that 75 per cent of the students will terminate their education at the junior-college level, it becomes immediately apparent that the scope and emphases of such courses must contain a functional slant. The junior-college student in an informational hygiene course must be made cognizant of certain areas of knowledge in such a way that she

will be able to supplement and amplify this material intelligently in situations beyond the junior college.

This survey of health education for women in California junior colleges, completed in February, 1947, was carried out by means of the questionnaire method. In all, fifty-six junior colleges were queried, and forty-one (73 per cent) answered. This response was gratifying in itself, since it denotes an active interest on the part of the great majority of California health educators. In any event, both the quantity and the quality of the responses made the validity of the conclusions drawn representative of California junior colleges as a whole.

Size of Classes

The number of women enrolled in junior-college hygiene classes varies greatly. No conclusions can be drawn from the responses except that, in schools where large numbers of women must be taught, much depends on administrative policy. There arise problems of pre-testing and segregation, allocation of rooms, selection of teachers, materials, and money to be spent on

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visual aids and outside speakers. Administrative practices and attitudes are indirectly responsible for results which may be expected in these classes.

Requirements in Hygiene

Hygiene requirements are, in the majority of the cases, uniform. Thirty-two junior colleges require courses in hygiene, while one college has no requirement but offers the course as an elective. Three schools neither require nor offer hygiene in the curriculum. One private junior college, though not requiring nor offering a hygiene course, hangs posters in the locker-rooms and requires all women to submit individual hygiene-habits charts.

Only one junior college teaches hygiene as a full-year subject. Thirty schools give two units of credit for the course, two schools give three units, and one gives no credit.

Instructors and Textbooks

The statement made by Joseph Amori, following his survey of California junior colleges in 1938, seems still to have held true in 1946.¹ He observed that hygiene was being taught by any instructor having the time and the inclination to take

¹ Joseph Amori, "The Present Quality of Health Education," *Eighth Annual Proceedings of the American Student Health Association, Pacific Coast Section*, pp. 51-54. Fresno, California: Fresno State College, 1940.

a class, regardless of preparation. It should be noted, however, that, with two exceptions, the educational and the professional backgrounds of the instructors are consistent with standards set for adequate teaching in this area, as adopted by the National Conference on College Hygiene. The list of hygiene instructors presented in Table 1, together with their respective titles, will be ample illustration of the point just made.

The use of textbooks in the teaching of hygiene is well established. Twenty-six schools reported using the following textbooks:

- MEREDITH, FLORENCE LYNDON. *Science of Health*. Philadelphia: Blakiston Co., 1942. (8 colleges)
- WILLIAMS, JESSE FEIRING. *Personal Hygiene Applied*. Philadelphia: W. B. Saunders Co., 1934 (revised). (6 colleges)
- DIEHL, HAROLD S. *Textbook of Healthful Living*. New York: McGraw-Hill Book Co., Inc., 1939 (second edition). (3 colleges)
- SCOTT, KATE FRANCES. *College Course in Hygiene*. New York: Macmillan Co., 1939. (3 colleges)
- SMILEY, DEAN FRANKLIN, and GOULD, A. G. *College Textbook of Hygiene*. New York: Macmillan Co., 1940 (third edition). (2 colleges)
- DIEHL, HAROLD S., and BOYNTON, R. E. *Healthful Living for Nurses*. New York: McGraw-Hill Book Co., Inc., 1944. (1 college)
- LAPORTE, WILLIAM RALPH. *Hygiene and Health*. Los Angeles, California: University of Southern California Press, 1939. (1 college)

TURNER, CLAIR ELSMERE, and McHOSE, ELIZABETH. *Effective Living*. St. Louis: C. V. Mosby Co., 1941.

(1 college)

VAN BUSKIRK, EDGAR FLANDREAU. *Principles of Healthful Living*. New York: Dial Press, Inc., 1938. (1 college)

Recent Changes

Eleven of the schools responding planned to make changes in the

course. She has new ideas on how it should be taught.

2. Times are changing so rapidly that a new textbook and treatment are needed.

3. The scope of the present course is too great. We wish to give more time to the most important topics.

4. We have dropped the use of a textbook and will use the lecture method, supplemented with visual aids.

5. There have been changes in the

TABLE 1.—TITLES OF PERSONS TEACHING HYGIENE COURSES AND NUMBER OF COLLEGES REPORTING EACH

<i>Title</i>	<i>Number of Colleges</i>	<i>Title</i>	<i>Number of Colleges</i>
Physical-education instructor	20	Male physical-education instructor, teaching mixed classes . . .	1
Science instructor	5	Registered nurse	1
Private physician	1	Chairman of premedical department, teaching mixed classes .	1
Professor of health education	1	Dean of women and physical-education instructor, combined	1
Home-economics instructor	1		
Public-health nurse	1		

hygiene course within the next year, while eight contemplated no change. The remainder of the schools did not answer the question. Those schools planning to make changes in their courses gave variously worded reasons which were, without exception, based on the current trend among health educators to make hygiene courses more meaningful and useful to the student. However, in no case has the presence of veteran students in hygiene classes made necessary any change in the course. Some of the reasons given for proposed course changes were:

1. A new teacher is taking over the

thinking about health education. We are altering our course to take care of these changes.

6. The war has advanced the knowledge and thought as regards hygiene. We want to cover these advances.

7. We have had to change our emphases in order to make the course adequate for more mature groups.

Needs of Terminal Students

A question with regard to the proportion of women who are terminal students and their specific needs in health education was asked. Nineteen schools reported no change in the course to take care of terminal students and gave no reasons for their answers. Three reported no changes but gave good

reasons why changes were not necessary. One school stated that the course was already geared to the needs of terminal students. Another course was based on student requests—an arrangement which the instructor thought would take care of the needs of terminal students. This program, however, could easily leave unfulfilled those health knowledge needs of which students are unaware. In the third course no changes had been made, but the instructor was convinced that a change was needed in order to include home nursing.

Those schools reporting that course changes for terminal students had been made, or were under consideration, had definite ideas on why these changes were desirable. One school felt that more emphasis should be placed on marriage and business hygiene. Another explained its change by stating that 75 per cent of the students were terminal students and that the course must, therefore, be slanted toward their needs. Other answers given were that changes were needed for pre-nursing students, that more mental hygiene and marriage hygiene were needed, and that terminal students should receive more adequate sex education.

Duplication of Content

When queried about the duplication of hygiene subject matter in other fields, the instructors gave varied answers. Nine schools gave

a straight "Yes" for an answer, with no explanation. Another nine schools reported that duplications in other fields existed, and these amplified their answers. Other subjects in which the same material was being covered included, in order of frequency, foods, physiology, anatomy, bacteriology, sociology, biology, family relations, and the life sciences generally. Three of these nine schools admitted duplications but felt that different emphases were being placed on the same material by other departments; that duplications in allied fields pointed up significant interrelationships; and that duplications gave emphasis and repetition and thus made good use of an important law of learning. Nine schools reported no duplication of hygiene material in other fields.

Topics Emphasized

An attempt was made to learn what topics were being emphasized in each course and whether there was any agreement among the instructors on the relative importance of the topics. Each school was asked to list its three main emphases, in order of importance. The results are presented in Table 2.

The tabulated results indicate that the main concern of these health educators is the teaching of health practices and their significance in healthful living. Although these emphases are not worded alike, it is apparent that thirteen

schools, or 50 per cent, of all schools answering are concerned mainly in this area with the teaching of health knowledge.

The second emphasis is divided rather evenly between mental hy-

groups. There seems to be little agreement among the schools at this point. Thirteen per cent emphasize community hygiene, while 10 per cent place personal health as their most important topic.

TABLE 2.—TOPICS IN HYGIENE COURSES CONSIDERED TO BE FIRST, SECOND, AND THIRD IN IMPORTANCE AND NUMBER OF COLLEGES RATING EACH

<i>Topic</i>	<i>Number of Colleges</i>	<i>Topic</i>	<i>Number of Colleges</i>
First in importance:		Second in importance—continued:	
Personal hygiene	5	Social hygiene	1
Understanding health practices	5	Health counseling	1
Practical application of health rules	3	Home and family	1
Reproduction and heredity	2	Third in importance:	
Body structure and function	2	Community hygiene	4
Mental hygiene	2	Personal hygiene	3
Sex hygiene	1	Reproduction, venereal diseases, and mental health	3
Physical fitness	1	Communicable and venereal diseases	2
Reliable sources of health information	1	Recognition of deviations from the normal	2
Specific campus problems	1	Nutrition	2
Nutrition	1	Sex hygiene	2
Tuberculosis	1	Body function in relation to health and disease	2
Social hygiene	1	Safety and sportsmanship	1
Second in importance:		Body structure	1
Mental hygiene	7	Heredity	1
Communicable diseases	6	Pure Food and Drug Act changes	1
Personal health practices	4	Exercise	1
Environmental hygiene	1	Prevention of degenerative diseases	1
Health-services information	1	Family relations	1
Emotional preparation for marriage	1	Social hygiene	1
New trends in health education	1	Evaluation of commercial health agencies and advertising	1
Sex and reproduction	1	Health-services information	1
Nutrition	1		
First aid	1		

giene (26 per cent) and communicable diseases (22 per cent). Personal health practices again are emphasized in 15 per cent of the schools.

Choice of the third emphasis is even more divided, eighteen separate subjects being listed as against thirteen in each of the first two

The findings of earlier surveys of health education in the junior colleges are again verified. There is a great amount of confusion among health educators with respect to what should be taught and how much emphasis should be given to the various areas of knowledge. The majority of instructors are appar-

ently agreed on giving personal health practices the greatest emphasis, but the percentages of agreement on other topics are small.

All but one instructor reported setting aside time during each lecture hour, usually the last ten minutes, for a discussion period. Student response to these periods was reported to vary from slight to excellent.

Visual Aids and Guest Lecturers

Visual aids are used by sixteen of the twenty-four schools answering this question. Those schools which do not use these aids gave various reasons, such as lack of time or of information about the sources and the quality of visual aids.

The University of California was given as the source for the following films:

Body Defenses against Disease
Digestion of Foods
Life Begins
Something You Didn't Eat
Winged Scourge
Modest Miracle
Meat and Romance

The California Department of Public Health was given as the source for films on such topics as cancer, tuberculosis, heart disease, and hygiene for women. Private state health agencies, such as the California Tuberculosis Association and the Cancer Society of California, were also listed as sources of films.

Charts and models used were reported as obtainable from school supply firms. One school used the "Birth Atlas" published by the Maternity Center Association of New York City for pictorial material on childbirth. *Life* magazine pictures and discussions dealing with scientific health subjects were also used.

Fifteen schools did not use guest lecturers; one school planned to do so soon; one had had nine lecturers so far; seven had never had lecturers; and sixteen did not answer the question. Thus not even half the schools were taking advantage of specially trained professional persons from both public and private agencies who might well be augmenting these hygiene courses. However, the number of specialists used by those schools which did invite guest lecturers showed clearly the co-operation that could exist, ideally, between the schools and persons engaged in health work elsewhere. Following is a list of guest lecturers as reported:

Public-health nurses
Venereal-disease fieldman
Public-health officers (county and state)
Physicians (men and women)
Deans of women
Tuberculosis Association lecturers
Endocrinologists
Occulists
Dentists
Red Cross nurses
Navy personnel directors
Nutritionists

Physiotherapists (for posture)
Industrial chemists (for cosmetics)
Various community health agencies

Carry-over to Everyday Living

The percentage of carry-over of personal health habits and attitudes into the everyday life of students was, on the whole, thought by most respondents to be consistently high. Attention to factors of personal appearance, such as the care of hair, skin, and nails, was considered by twenty instructors to be a direct carry-over from instruction in hygiene; one questioned it; one was not sure because of no outside contact with students; and nine thought there was no such carry-over. Posture carry-over was claimed by seventeen instructors, while eleven saw none. Sixteen instructors thought that eating habits were carried over from hygiene classes; thirteen thought not. Weight-control was seen by twenty instructors to be connected with hygiene information; seven stated that they saw no connection. The recognition and control of skin infections, such as acne, impetigo, and ringworm, were thought by thirteen instructors to be improved by hygiene-teaching, while an equal number thought not. The co-operation of students during vaccination and immunization drives

and tuberculosis tests was reported to be excellent as a result of the teaching on these subjects. Twenty-one schools reported good results, while in seven others no improvement was noted. Interest in the results of physical examinations was a definite carry-over factor, as reported by sixteen schools; eleven did not think so; and two were doubtful.

Concluding Comment

It is to be hoped that the results shown in this study of public and private junior colleges, in California will not be construed as a static picture of health education at this level. Any conclusions drawn on the basis of such statistics should be tempered by remembering that no situation, especially in education, ever remains static. Health education, particularly, is in a state of constant growth and change, as is amply shown by the wide scope of methods and practices reported in the answers to the questionnaire. This study is valuable only in that it points out graphically the status of present-day informational hygiene courses and the attitudes and policies with which modern health educators are striving to present a subject so vitally important to all junior-college students.

Adult Education a Challenge: Our Culture Unbalanced

EMIL HEINTZ

WHEN it comes to treating social problems, we seem still to live in the good old days when one remedy was a sure cure for all ailments. There is no magic in the term "adult education." When something seems to go wrong in society, we too frequently shout, "Education is the cure!" But before education can help us, it must have reality.

Actually, we are hardly better than children in our knowledge of how to live together in order to get the most out of life. A city youngster with a loaded "twenty-two" is far less a danger than modern nations equipped with atom bombs. We are too immature socially to play with such modern gadgets.

Until we realize, as we now do in medicine, that any remedy must always be related to the cause of the trouble, little can be accomplished. No good clinician, today,

will make a move toward prescribing therapeutic measures without being absolutely sure that he fully understands the causes of the difficulty.

In this light, then, these great modern mechanical inventions are not problems. We are the problems. We have neglected a very significant phase of our existence—our capacity to live together. We seem to prefer trying old forms of reactions in bigger and better ways than devising new approaches to new situations. If our weapons of destruction do not cure the ills of the world, we fashion even bigger weapons. Perhaps it is time to examine our basic philosophy. Perhaps we need to act like adults.

The first thing we need to understand is that the various cultures of the earth took a long time to develop. They are an integrated maze of ways of doing and thinking. From this viewpoint, communism, the Soviet brand, is as natural to Russia as democracy, American variety, is to us.

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Finding a Solution

Our first task must be to understand thoroughly the mechanisms of culture. Facts are available. People must learn to respect and even enjoy the individuality of others.

Educational institutions will never alone save the world. They have a part to play. They can make the information available and thus hurry evolutionary processes along.

No educational institution is in a better position to provide the information and develop the needed understanding through a sound adult-education program than is the junior college. Its programs are flexible, and its leaders have not lost the zest for adventure. The junior college has the personnel, the adaptability, the vision, and the organization necessary to do a first-rate job.

The Philosophy Is Important

The modern philosophy that the educator is an expert and knows best what educational services are good for the community is dangerous to an adult program. The promoter of adult education must have the outlook of the merchant to whom the customer is always right, for he is actually a merchant of educational services. This does not mean that he will not try to avoid the spread of antisocial ideas. However, he must not set himself

up as a judge of right or wrong in areas where a recognized division of opinion exists.

The adult program cannot be limited to the dissemination of facts. Here is the junior college's greatest problem. Because it is so closely linked with the universities and because it has a highly specialized staff, the junior college may have difficulty in becoming sufficiently humane to serve other needs than the quest for knowledge. These other needs may be as vital as knowledge. If this world were populated by mature personalities, the majority of our problems would not exist.

Here, for example, is Stanley Polowski. He is a laborer in a factory and has been a steady worker for many years. But he is one of ten thousand workers. He comes in ample time each morning, punches his card, goes to his locker—a simple ritual, morning and evening. His work is not hard, for at another bench a woman does the same thing. His pay is good, and his hours are short. At the close of his day he goes through another ritual, now in reverse, and he is on his way home.

Stanley knows that he is of little importance. He was sick once, and a woman substituted for him. Everything went on as usual. Has he had any new experiences? Has he had recognition? Has he made close friends? Does he have secu-

rity? The answer to each of these questions is an emphatic "No!" Is he happy? The answer is "Yes," if he is a moron. But if he is intelligent, he probably is frustrated, bitter, almost antisocial.

What can an adult-education program give him? It can do much for him. He may learn skills and acquire the knowledge necessary to become an important labor leader. He may make friends, who, like himself, are hungry for companionship. In short, in a well-directed adult program he can find the relief he needs from the tedious round of his daily life.

Planning an Adult-Education Program

No adult program of any consequence should be undertaken without a thorough sociological study of the community. The attitudes and ideas of the people should be known. Buying habits, speech habits, attitudes toward school as a verbal symbol, the number of women employed as compared with the number of men, the system of values as indicated by savings, by insurance policies, by brands of shoes and clothing purchased, and the like are highly important. Unless a sociological study is made, the persons responsible for the adult-education program will be working in ignorance of the field.

A program must then be built upon a recognition that all folks

have four fundamental desires or wishes: a wish for new experiences, a wish for social participation, a wish for recognition, and a wish for security. The information about the community will indicate how its people attempt to satisfy these fundamental desires. Then they can be approached with a program of education.

The reader will ask, "How do you decide on what classes to offer? Do you make a survey of what people would like to take?" Surveys of courses preferred are of little value because people generally answer in a stereotyped manner. A program built on such a survey will not succeed. A much better plan is to study the community, get around, listen, try to understand interests and needs, and use good judgment—the sort that a retail merchant uses when he is on a buying trip to a metropolitan center.

Publicizing the Program

The reader will also ask, "When you have a program which you feel will go over, how do you go about letting folks know about it?" Rule one is, "Do not try to project your ideas upon people." Educators are far too much inclined to do so. A much better plan is to try to identify one's self with the public and then to engage in a rationalization for participating. Ask yourself, "If I were he and he were

I, how could he get me back to school?"

For publicizing the program there is nothing quite like friends in the local newspaper offices. Your local newspaper is the best vehicle of information—but its usefulness is limited to those who read it. Before you decide to use it, try to imagine who reads it, when he reads it, and what he is going to say to himself about it. Use the paper accordingly. If the editor gives you a good boost, thank him for it. He is only human and will respond to your treatment just as you would.

The radio is an excellent device for acquainting housewives with the availability of homemaking courses. From ten to twelve in the morning every housewife seems to be listening to the local station. A good, live spot announcement at this time will fill almost any class.

Special announcements sent home through school children may be helpful in certain cases. High-school and college students will prove to be poor messengers. Lower-grade children will do the best job. They can seldom read, and everything that teacher gives them is important. Mother will need to read the note several times, and Father will probably need to listen.

Special mailing lists are useful. One can, however, waste money and energy here. Some people seldom read anything but strictly personal

matter. A simple note sent to a child in the family, telling him of a class on, let us say, child health and asking him to tell his folks, works well, if not used frequently.

Mailing lists should be made up with great care. No general list is worth much. For example, a mailing list for agricultural classes cannot be a mere list of farmers within a given radius. The county agent or the high-school agriculture teacher can make up a small list of really active farmers who always attend field shows, demonstrations, and the like. Through correspondence and visitations a list of strong prospective students can be built up. Mail to these people can be personalized and be made effective.

Many other avenues of publicity are available. Attractive posters can be displayed on business bulletin boards. Pamphlets can be passed out with pay checks by business houses. Most utility firms will include with their monthly statements a small slip announcing new courses. Chambers of commerce will gladly include information with their mail to membership. Verbal announcements at meetings of civic and social organizations are useful at times. In fact, the avenues of publicity are almost unlimited.

The Program in Operation

The instructional staff is, perhaps, the most important factor of

all. They, in the end, will sell the program. If they are versatile, ingenious, sympathetic, and if they really like people, no one need to worry. The best advertising is that done by satisfied customers.

A teacher must be constantly alert to the physical comfort of his students. He must watch the ventilation, the lighting, and distracting or unusual noises.

All people like to feel important. Nothing gives more satisfaction than to be called by name. The teacher must respect the personalities of the students. Since people react to subtle clues of facial expression and the like, it is highly important that the teacher genuinely like people.

The teacher must be on his own. He must be allowed to work out his own problems. There are few rules that will be found useful. One, however, is fundamental. No adult will return a second time if he is made to feel inferior in any way. The teacher and students must work together as friends and equals. Even mildly sadistic tendencies will prove fatal.

Adult classes cannot be run in an air of competition. Even in

foreign-language classes it is highly inadvisable to make comparisons of work done. For example, to send adults to the blackboard to make translations and then to point out errors before the class is a serious mistake.

Nothing helps so much to weld a class together as does a real social period. Serving coffee with some food can do more than anything else to sell a course, but the teacher must know how to handle the social period. Such a period at the end of a session is useless. The coffee should be brewed during class, members of the class should take turns in serving, and all should gather around to chat during the intermission. The teacher must be a real host.

One check on the success of a program is the numbers who drop out. Satisfied customers come back time after time. A fatality rate of over 20 per cent needs watching.

Running an adult-education program is real fun. It is a constant gamble. One can make bad mistakes, but life is full of new experiences. One cannot be relaxed. Everything must be watched. Your compass is the public.

Predicting Academic Success in Admissions Work

KENNETH H. FREEMAN

THIS article will report a procedure used successfully at Christian College to identify those students whose lack of academic proficiency points to the probability of an unprofitable experience in a specific college or university. The report may be of interest and value to the staffs of other schools who believe academic success is a prerequisite to a happy and successful college experience.

Basic Data

During a four-year period the Otis Self-Administering Tests of Mental Ability and the Iowa Placement Test in English Training were taken by approximately one thousand first-year students at Christian College. The results of these tests and the subsequent grade-point averages of the students provided basic data for an interesting statistical treatment by Julia Spalding, mathematics instructor. Spald-

ing found a correlation of .5585 between the grade-point average and the Otis test. A closer relationship was shown between the Iowa Placement Test in English Training and the grade-point average by a correlation of .6590. The coefficient of multiple correlation between the grade-point average and the raw scores of the two tests was .6783 ($R_{x-AB} = .6783$). A regression equation to be used as a predictive index in determining the most probable grade-point average was derived from these data. The equation is $X = 1.2359A + .9158B + 85.6902$ wherein X is the most probable grade-point average, A is the raw score on the Otis test, and B is the raw score on the Iowa English test.

In establishing the usability of this predictive index in admissions work, the actual marks made by the students who took the tests were compared with the predictions made at the time that they were tested. This comparison revealed that 75.8 per cent of the students made marks which varied less than 50.5 grade points from the predicted mark,

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and 47.8 of this group varied less than 25.4 grade points from their predicted marks. In terms of standard error it was found that 69.1 per cent of the subjects had variations of 1σ or less ($\sigma = 43.8$). Other interpretations may be made from Tables 1 and 2, which give complete data on the deviations from predicted marks. Certain information concerning the marking system is important to the proper interpretation of these data. Point values are given to the letter marks as follows: E = 400, S = 300, M = 200, I = 100, and F = 0. A plus (+) adds twenty-five grade points and a minus (-) subtracts twenty-five grade points. Table 1 is read as follows: 47.8 per cent of the students earned a grade-point average which deviated from 0 to 25.4 grade points from the mark predicted for

TABLE 1.—DEVIATIONS FROM PREDICTED GRADE-POINT AVERAGES IN TERMS OF GRADE POINTS

Number of Grade Points	Percentage of Cases
0- 25.4	47.8
25.5- 50.4	28.0
50.5- 75.4	17.4
75.5-100.4	5.3
100.5-125.4	0.5
125.5-150.4	0.0
150.4-175.4	1.0
175.5-200.4	0.0

them, etc. Table 2 is read as follows: 69.1 per cent of the students earned a grade-point average which deviated from 0 to 1σ from the grade-point average predicted for them.

We felt that the deviations reported in Tables 1 and 2 were sufficiently small in frequency and magnitude to merit the use of the regression equation as a predictive index in our admissions work.

TABLE 2.—DEVIATIONS FROM PREDICTED GRADE-POINT AVERAGES IN TERMS OF STANDARD ERROR

Standard Error	Percentage of Cases
0-1.0	69.1
1.1-2.0	29.0
2.1-3.0	1.0
3.1-4.0	1.0

Procedures of Testing

The determination of usability of the data was followed closely by the problem of deciding which students should be tested. The high-school transcript is not available at the time the decision must be made. A considerable amount of group discussion led to the conclusion that the high-school principal's letter of recommendation should be the deciding factor. In the event this letter expresses or implies doubt of the prospective student's ability to succeed in college, we request the student to take the tests.

Who was to administer the tests? The prospective students were scattered over forty states. The time and travel involved made it impossible for a representative of the college to do the testing. This plan of testing was viewed by the Christian College staff as a mutual responsi-

bility of the high school and college, and we felt that each should share the task of helping high-school graduates find a college in which they may be successful. We therefore asked the high-school principal to have the tests administered and returned to us for scoring. We would then report to her parents the probability of the student's success at Christian College. The 100 per cent co-operation of the high-school principals permitted us to proceed with the plan.

The dean of faculty writes a letter of rejection to the parents of students who have little chance of doing average work or better. The application and room-deposit fee are returned with this letter. Letters of acceptance present no problems and, consequently, are not discussed in this article. The letter of rejection attempts to explain the action on the basis of the following points:

1. The prospective student took the tests at the request of the college and through the kindness of the high-school principal.

2. The purpose of the testing is to fulfil, in part, our obligation to aid high-school graduates in choosing a school in which they will be happy and successful.

3. The tests indicate that the prospective student would not attain, in this specific college, the academic success necessary for happiness and well-rounded development.

4. The action is taken in a spirit of friendly helpfulness.

5. The prospective student's recommendations indicate many fine qualities which may contribute to success in another environment.

This plan has worked successfully at Christian College. It is the opinion of the writer that the plan may be helpful to any junior college which maintains high scholarship standards and prepares its graduates for further college work.

An Evening Course in Conversational Spanish

LEWIS FRASER

As is well known, the interest in Spanish America and the Spanish language has grown rapidly within the past few years. World wars have awakened the American people to the necessity of knowing better our neighbors to the south. This interest is clearly shown in the greatly increased enrolments in Spanish classes in public schools, colleges, and universities. As the demand for Spanish increases, the responsibilities and opportunities of those engaged in teaching the language are correspondingly great. It is not likely that we shall find again such keen interest in learning to speak Spanish as is being manifested today among the American people.

This fervent desire to learn to speak Spanish is supposed to be confined to the young people who are attending our institutions of learning, but the interest in conversational Spanish, as I shall point out in this article, is equally strong, perhaps stronger, in a large num-

ber of citizens who left the classroom more years ago than they care to reveal. The truth of this statement has been fully demonstrated by an experiment recently conducted at San Angelo College in the teaching of conversational Spanish at night.

Early in January, 1947, a twelve weeks' non-credit course was offered. The class met twice weekly for one hour to study conversational Spanish. The popular acceptance of this course was very favorable. Another course followed, and still another, until one of the great problems now is to hold the class down to a teachable size. Since only the beginner's course is offered, there is a change of personnel at the beginning of each new session. It might be mentioned that the attendance has been uniform and regular throughout these courses, with an average of 85 per cent of the total enrolment.

The course in conversational Spanish has enrolled persons from twenty trades, professions, and occupations, including doctors, lawyers, ranchmen, merchants, bankers, nurses, engineers, carpenters, housewives, and salesmen.

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The content and the method used in the course were designed to teach the kind of Spanish that is spoken in Mexico and in South America. Much thought and care went into the organization of the material to be taught in order that the course might be practical, pedagogically sound, accurate, and thorough. Oftentimes the vocabulary in the course is decided on the spot inasmuch as it must fit the needs of those in the class. Spanish-speaking persons interrogate each member of the class, and during a class period every member is called on to converse in Spanish on any topic that comes to his mind. The use of English is barred during the class hour. A wire recorder is available to let the student hear himself as he really sounds, and not as he thinks he sounds. By sufficient practice with this machine, he can approximate, or in most cases equal, the correct sound of the native whom he constantly hears during the class period.

One may ask: "For what purpose

are so many people learning to speak Spanish?" In answer to this question, many of those enrolled in the conversational Spanish classes at San Angelo College have said that they wanted to learn Spanish because they plan to travel in Mexico and South America; others have indicated that they plan to put their speaking knowledge of Spanish to use in their business, trade, or profession; still others reply that they study Spanish for their own personal enjoyment, that they actually get fun out of studying Spanish.

Briefly, the experiment in teaching conversational Spanish at San Angelo College may be summarized in the following concrete facts: (1) The results of these courses have brought home to many citizens the importance and convenience of learning to speak Spanish. (2) The study of conversational Spanish is a source of enjoyment to many persons. (3) Conversational Spanish, when rightly taught, has a highly intrinsic and practical value.

Junior-College World

J E S S E P . B O G U E
Executive Secretary

COLORADO WOMAN'S COLLEGE

On the 10th of June, Colorado Woman's College in Denver had enrolled more than five hundred students for the 1948-49 school year. This represents full capacity for this institution, even with the recent completion of Pulliam dormitory, the fifth of the residence halls. Mason activities hall will be open for the new school year, helping to complete one of the best-equipped junior colleges for women in the country. From reports of the work of the college, each student is personally selected, is assigned a "big sister" from the Sophomore class, and is given faculty attention that might be accorded to a member of the faculty family.

Thirty-eight states and foreign countries are represented in the student body. Kansas leads with forty-two students, Nebraska follows with thirty-eight, and Iowa with thirty-five.

Colorado Woman's College is a good example of what can be done in a private college with unusual emphasis on individual instruction, personalized activities, and person-

ality training. Constructive religious influence and teaching, cultural programs in music, drama, and the other arts, and a modern student government, in addition to book learning, are offered as an integral part of every student's life on the campus. The man who has led the forward movement of this college is President J. E. Huchinson. The campus, buildings, furnishings, and equipment of the college, the faculty and students are evidence of the high ideals of the administration for excellence in quality education.

JUNIOR COLLEGES IN OTHER LANDS

One of the institutions at Rio de Janeiro, Brazil, visited this past summer by delegates to the International Convention of Rotary was our junior college for women. This writer talked with the chairman of a state board of education and a state superintendent of public instruction who had spent some time at Colegio Bennett. Both expressed amazement at the beauty of the location, the buildings and their appointments, and the personnel of

the college. It is understood that gifts for books were left with President Eva Louise Hyde as an expression of appreciation and interest. Dr. Roy Tasco Davis, state senator from Montgomery County, Maryland, after a recent visit to the college called the Washington Office and spoke in high terms of the work of the institution.

By chance, while this writer was sorting stacks of published materials in preparation for the selection of items for the "Junior-College World," he was impressed with the international aspects of the junior-college movement. In order, one after the other, he turned the pages of the *Vestovian*, publication of the students at Sheldon Jackson Junior College, Sitka, Alaska; then *Spotlight*, the weekly newsletter of the Canal Zone Junior College; and finally the 1948 sixty-two-page fully illustrated brochure of Monterey Institute of Technology at Monterey, Mexico.

The last-named institution was founded by private funds in 1943 "for the purpose of encouraging higher education in Mexico by helping to form men having full technical knowledge and training and general culture to contribute towards the progress of the Mexican nation." It was a pleasure to meet the director, Mr. Roberto Guajardo Suárez, at the Washington office during his recent visit to the United States. Mr. Suárez is

interested in enrolling a number of students from the United States and other nations and thus emphasizing international relations that may make for better implementation of the good-neighbor policies of peoples and governments. The campus is new, and the buildings are of impressive functional architecture. In addition to the technical studies, work is offered in Spanish, literature, history, philosophy, and the arts. Extra-curriculum activities appear to be almost a duplication of a lively campus in the United States.

SCHOLARSHIPS AT LEE JUNIOR COLLEGE

During the past several years Lee Junior College at Goose Creek, Texas, has seen various agencies in the community express their appreciation of the school in a concrete and gratifying form—scholarships for deserving students. The Citizens National Bank and Trust Company led the way three years ago by offering two scholarships of \$100 each to the two scholastically highest ranking graduates of Robert E. Lee High School, of Baytown, who enrol in the College each fall semester. Every recipient of these scholarships has been an outstanding all-round student at Lee Junior College, and all, except those still enrolled, have gone on to make good records in senior colleges.

Last year the local chapter of the American Association of University Women established an annual award of a \$50 scholarship to a girl graduate of Robert E. Lee High School. At the same time the Faculty Club of the Goose Creek Independent School District decided to award annually a scholarship of \$100 to a graduate of Lee Junior College who planned to enter the teaching profession.

Within the past few months the Baytown Lions Club has voted to give two \$100 scholarships annually, one to a boy and one to a girl graduate of Robert E. Lee High School, of Baytown, or Cedar Bayou High School. The Baytown Kiwanis Club has this year established an annual scholarship of \$50 to a graduate of Robert E. Lee or Cedar Bayou High School. More recently, the Baytown Jaycee-ettes have given an annual scholarship of \$100 to a girl graduate of Robert E. Lee High School.

In addition to these, which are good only at Lee Junior College, the local Elks Club awards each year two scholarships worth \$150 each to graduates of Robert E. Lee, Cedar Bayou, or Barber's Hill high schools. These scholarships may be used at any college, but many of the recipients use them at Lee Junior College.

Like all other colleges in Texas that are supported partially or entirely by the state, Lee Junior College offers a scholarship good for

matriculation fees to each first-ranking graduate of any affiliated high school in the state. The winner of this scholarship may hold in addition one other, but no person may hold two scholarships unless one of them is the valedictorian's.

The Citizens National Bank and Trust Company awards, as well as the awards to valedictorians, are based solely on scholarship. All the others consider such other factors as leadership, character, citizenship, and need.

Lee Junior College was founded in 1934, has an enrolment of approximately seven hundred students, and has made an enviable record in the success of students who have advanced into the upper division of senior colleges and universities. The dean of the college is Walter Rundell, one of the leaders in the junior-college movement in Texas.

HERSHEY'S NEW PROGRAM

Starting this month, Hershey Junior College, Hershey, Pennsylvania, will offer a revised program of vocational-technical education. Dean V. H. Fenstermacher has announced that the program is designed to meet the growing need for technicians whose qualifications lie between those of the skilled mechanic and the professional engineer. The demand for this type of personnel has more than doubled in the area served by Hershey since the pre-war days.

The vocational-technical course is a two-year program open to graduates of vocational high schools and to other high-school graduates with technical aptitudes. The purpose is to prepare students for supervisory and exacting positions in industry as junior engineers. The program is flexible enough, however, to allow outstanding students to elect courses that will qualify them for the pre-engineering curriculum. Junior colleges interested in similar programs may wish to secure a copy of the curriculum being given at Hershey.

CONNECTICUT RESOLUTIONS

At the May meeting of the Connecticut Junior College Conference, resolutions were passed that will be of interest to the junior-college world. A special committee from the American Association of Junior Colleges, industry, the armed services, and the United States Office of Education has been appointed by President Medsker to explore the possibilities of the aims expressed in the Connecticut resolutions. The matter was discussed at the annual meeting in Kansas City, and the appointment of the committee was authorized by the Board of Directors. It is encouraging to those who are interested in this development to examine the position of the Connecticut Conference. The resolutions are as follows:

Be It Resolved, by the Connecticut Junior College Conference that funds should be made available by the federal government to make possible the collection of facts basic to effective manpower utilization for the welfare of this country, including organized education. Such fact collections should be made by the National Security Resource Board or other existing federal agency. The facts to be collected should include:

1. An over-all listing of individuals comprising our scientific and specialized personnel, including all faculty members of institutions of higher education.
2. A continuing census of students by specialized fields of work.
3. A continuing survey of potential needs for specially trained personnel.
4. The development of a complete collection of technically accurate job analyses, both civilian and military, appropriate to normal and emergency manpower needs.
5. A continuing survey of existing specialized educational facilities to meet regular and emergency training needs.
6. A continuing survey of available facilities for scientific research and development in educational institutions.
7. The formulation of programs or blueprints for the effective over-all use of this country's educational resources in any phase of future national emergency.

DEAN CHADWICK ON LEAVE

After twenty-one years as Dean of Duluth Junior College, Duluth, Minnesota, Dr. Raymond D. Chad-

wick is on a year's leave of absence. During the present year he is dean of Gogebic Junior College, at Ironwood, Michigan. Dean Chadwick's place is being filled by Roger R. Kelsey, former counselor and instructor in psychology at Duluth. From a small beginning in 1927, Duluth has developed under the leadership of Dean Chadwick to a strong institution of more than one thousand students. Seventeen university-parallel and six terminal curriculums are offered at the college.

Through the years [states the Duluth *Collegian* editorially], Dean Chadwick has navigated the college through calm and storm. External influences have been economic booms, depressions, and a world war. From within, the college has weathered the storms of small classes, large classes, and even an expansion that resulted in the necessity of larger quarters—a building of its own.

POTOMAC STATE'S NEW BUILDING

The West Virginia Board of Public Works has released the sum of four hundred thousand dollars for the construction of the new science building at Potomac State School at Keyser. The new structure will be 71 by 158 feet and will house chemistry, physics, home economics, agriculture, and geology departments. Plans for this building were started in 1941 but were delayed because of the war. The college is located on a high elevation over-

looking the city and affording an inspiring view of the valleys and mountains in the surrounding country.

This writer was the guest of President and Mrs. E. E. Church last spring while the college was in session. Even though Potomac is a state school and enrolls students from many sections of West Virginia, community relations and projects are of great interest. The college and the community co-operate in presenting an outstanding program of artistic concerts, and a great deal of extension work in agriculture is done in the smaller communities.

TEMPLE COMMUNITY COLLEGE

Temple University opens the doors of its Community College and Technical Institute this September in Philadelphia. The director is Dr. Charles A. Ford, who has been the co-ordinator of the Pennsylvania area colleges in the Philadelphia district. The two-year program will be offered to high-school graduates whose vocational aims do not require a four-year course leading to a Bachelor's degree. Students will achieve, so it is announced, the basic skills of business and industry and learn the elements of the humanities that have a direct bearing on community and family life. Among the curriculums to be offered will be accounting, secretarial, drafting, salesmanship,

junior engineering, laboratory technician, and also those for foremen, library assistants, statistical clerks, neighborhood merchants, and for personal service.

The Community College and Technical Institute is an academic division of Temple University. Students matriculating in the two-year program are accorded the same privileges given to all undergraduate students.

CITY COLLEGE OF SAN FRANCISCO

Junior-college people interested in engineering should consult the bulletin of the department of engineering of the City College of San Francisco. The bulletin states:

Scientific and technological changes have increased the possibilities for employment on the technician's level. For every trained engineer, it is estimated that industry requires from five to seven trained technicians.

The technical engineering program provides training in radio and electronics, drafting, electrical technology, mechanical technology, and surveying. Investigations are being made at the present time with the idea of adding a program of studies in the field of architecture and building construction. The chairman of the engineering department is William K. Mayo; Archie J. Cloud is president of the college. Junior-college people who may attend the next annual con-

vention will have a chance to see this great community institution.

ILLINOIS EXHIBIT

On invitation of Vernon L. Nickell, state superintendent of public instruction in Illinois, the junior colleges of the state presented an interesting exhibit at the state fair from August 8 to 17. Here is an idea that might be considered by junior colleges in other states. Exhibits representing the various types of work being done by junior-college students would create a great deal of public interest.

This writer has seen furniture made by junior-college students that would be a pleasant surprise to the layman. At Eagle Grove Junior College, Iowa, he saw a gasoline motor designed and built by a student, who tested the various metals and calculated the elements of contraction and expansion. It was an excellent job of precision construction. You could hold the motor in the palm of one hand. It ran perfectly.

In our junior colleges there must be hundreds of articles that could be exhibited at state fairs to reflect something of the great skill of their vocational-technical training, artistic accomplishments, stock-raising, etc. The Illinois exhibit appears to have been another step in a program of good public relations.

From the Executive Secretary's Desk

J E S S E P . B O G U E

ON August first of this year, this writer passed the second milestone as the executive secretary of the American Association of Junior Colleges. In the September, 1947, issue of the *Junior College Journal* an overview of the first year's work was presented, and an attempt was made to look into the future. It may be of some value, therefore, to follow the same plan for this presentation.

Last year a red line was drawn in imagination on the map of the nation to show the places that had been visited during the first twelve months. In keeping with the desires of the Board of Directors and the members of the Association, this red line has been extended almost continuously. From time to time during the year, reports of the details of the various conferences, workshops, and individual junior-college visitations have been made, especially in the Washington *Newsletter*. Perhaps a bare listing of the route will suffice at this time.

Let us, then, take a map of the United States and trace the red line as follows: Holyoke, Massachusetts; Burlington, Bloomfield, Cen-

terville, Lamoni, Des Moines, Marshalltown, Mason City, Iowa Falls, Webster City, Eagle Grove, Fort Dodge, Estherville, Orange City, and Sheldon—all in the state of Iowa; Madison, Wisconsin, and the following cities, Racine, Milwaukee, Sheboygan, Green Bay, and Wausau; Minneapolis, Minnesota; Bismarck, North Dakota; Coeur d'Alene, Idaho; Everett and Longview, Washington; Portland and Vanport, Oregon; Sacramento, North Sacramento, San Mateo, Berkeley, and San Francisco, California; then Boise, Idaho; Grand Island, Nebraska; Chicago, Illinois, at Wright, North Park, Austin, Wilson, Herzl, and Morgan Park; back to Washington after seven weeks. Louisville, Kentucky; Bethesda, Maryland; Providence, Rhode Island; Boston, Massachusetts; Oxford, Mississippi; Harrisburg, Pennsylvania; Kansas City, Missouri; Hesston, Kansas; Chicago, Illinois; Keyser, West Virginia; Madison, Wisconsin; Chicago, Illinois; Des Moines, Iowa; Cambridge, Massachusetts; Pittsfield and Bangor, Maine; College Station, Texas; Charlotte, North Car-

olina; Gainesville and Jacksonville, Florida; Long Branch, West Long Branch, and Asbury Park, New Jersey; Portland, Maine; Baltimore, Maryland; Austin, Texas; Goshen, Indiana; Baltimore, Maryland; Boulder, Colorado; Iowa City, Iowa; Chicago, Illinois; Denver, Colorado; and then home!

Looking back across the year, thinking of the contacts that have been made in the field, reviewing the observations, remembering many of the statements and thoughts we have heard—all make clear and convincing the wisdom of the Board of Directors in providing for extensive traveling by the executive secretary. Glancing into the future, it is this writer's opinion that the field work is one of the most valuable aspects of the activities of the Association. Unless you go, you cannot know: the college administrators, faculties, students, problems, trends, atmosphere, needs, relations with senior institutions and state departments of education, and the great buzzing United States in which the colleges must do their work. Slowly and gradually, as the sun lifts the mist from the fields in the morning hours, light breaks into one's thoughts and vision for the future of the junior-college movement.

Looking down on the map of the nation as a whole, one is impressed, and sometimes almost depressed, with the scattered, haphazard, unplanned locations of the junior col-

leges. By and large, there appears to be no greater evidence of systematic planning for the proper distribution of the colleges than there is for the location of trees and bushes in a wild forest. They have grown up where soil and climate were most favorable—oases here and there in vast stretches of desert. The most hopeful sign, however, that this writer has observed during the past year is the greatly increased interest, evident in several states, in coming to close grips with the many problems relating to state-wide planning.

Some states are making notable headway; others are beginning to wake up and rub their eyes; others are still fast asleep. Some state legislatures have approached the problem, looked at it, and then backed down, as did Illinois. Others have gently dabbled with it as in Massachusetts. Still others have seen the problem clearly and have blue-printed extensive plans for the future, as in California following the recent survey of the state; in Maryland, where actual plans are in the making with the highest responsible officials of the state; in Florida, where six junior colleges are being located under a state plan; and in New York, under an enabling act passed by the last session of the legislature. Patience and persistence are needed in presenting with ever-increasing emphasis the plain sense and necessity for a state-wide plan for junior col-

leges. Headway has been made, and indications are that rapid progress will be made in the future. The logic of the state plan is conclusive. By what *means*, *where*, *when*, and *how*, in the face of little understanding of the junior college, political snarls and cross-currents, and natural human inertia, are problems calling for solutions.

The impact of two important reports made during the past year must be kept in mind. One is the Report of the President's Commission on Higher Education, with its bold and sweeping recommendations for the community colleges in every state under a truly master plan. Years will be required to measure the significance of this report. Less publicized, but in many ways no less significant, is the report of the Subcommittee on Education for the Thirteenth and Fourteenth Years adopted by the National Council of Chief State School Officers last December. It is a clear statement of the responsibilities of state educational authorities for the expansion of educational services. The Chief State School Officers presented and answered twelve questions with definite statements. The answer to question four carries great weight for every state:

With due regard for quality of program and economy of operation, a community college should be located

within commuting distance of all youth of the state.

The prestige of these two reports, coming, as they do, from the top in educational authority, will make a lever to lift the junior-college movement into the plane of real statewide planning—if they are properly used. How many junior-college faculties have studied them? How many student groups have discussed them? How many adult-education groups have perused them with systematic emphasis? To what extent have they been discussed before service clubs, community gatherings, chambers of commerce? The time seems to be now to place this leaven in the meal of public thought and knead it vigorously.

Advancement has been made in enlisting the resources and authority of several great universities in the junior-college movement. The pace of these institutions has been at about the same rate as the state departments of education. Some universities have been real pioneers; others have been falling into line; still others are planning to do so. The March, April, and May issues of the *Washington Newsletter* and the April issue of the *Junior College Journal* carry announcements of no less than forty universities that are offering work of some description in the field of junior-college education. This in-

formation has been sent to all universities, and inquiries for further information have been received from some of them. One such inquiry states:

In the second part of our summer session I shall offer a graduate course in "The Junior College." I would be glad to receive from you any printed materials you may have for distribution. While there is already considerable interest in this territory in the junior colleges, we want to add to the interest.

Space is too limited in this feature of the *Journal* to review conferences and correspondence with university authorities relative to their interest in, and professional responsibility for, leadership in research and education for the junior-college movement. It has been one of the most encouraging experiences of the entire year. The recent announcement of the University of Texas of a strengthening of the personnel of the Graduate School and the provision of a unique two-year graduate plan of studies in the field of junior-college administration, guidance, and teaching indicates one of the spear points in university interest and definite planning. Forecasting the future, this kind of professional service will be stimulated to a limit of available personnel and resources. Liberal fellowships for distinguished research and prolonged study will be sought for men and women of outstanding ability.

The long search made by the Division of Higher Education of the United States Office of Education, in locating a person of ability and recognized authority who was *available* as a junior-college specialist, highlights the need now for extended professional study and experience in the field of junior-college education.

This year, for the first time in history, the number of public junior colleges will surpass the number of private junior colleges. It can be clearly seen that, from now on, this trend will be accelerated. Just as public high schools were demanded in increasing numbers to meet public needs for secondary education, so will public junior colleges be organized to satisfy the necessity for expanding post-high-school education. The role, however, of the private junior college will be secure and significant in proportion to the wisdom and activity of its leaders in undergirding it with independent and stable financial resources, a sound and aggressive program of public relations, high quality of educational and personnel services, and strong emphasis on religious influences and teachings. At a recent meeting of more than a hundred public junior-college people, it was shown that the great majority of them contributed to private junior and senior colleges through the church organizations to which

they belonged! The suggestion that there is conflict or competition between public and private education in the United States is sheer nonsense. There is room aplenty for both types of institutions. They have lived, they are living, and they will continue to live side by side, each supplementing the work of the other, each doing in several respects what the other cannot do. Private junior colleges cannot possibly provide education for *all* youth. Public junior colleges, by the very nature of public support, cannot be as highly selective of students as private institutions and are forbidden by law to pursue courses of religious instruction.

Looking back across the year, this writer has heard the junior college praised by men in high places who only a few years ago roundly denounced it as a passing fad and unsound educational adventure. He has witnessed former silence and indifference on the part of universities and state departments of education turned into audible interest and active participation. He has seen the first stirrings of action to create more and better materials

for the teaching of the unique courses of study for two-year curriculums. He has seen more action in more communities to find out the unmet needs of communities that could be met by the junior college. He has seen private junior colleges push ahead with financial and building programs while employment is high and money relatively plentiful. Several of them have been seriously re-examining their philosophy of education, their programs of study and services, and overhauling organizational plans. A movement has been started for co-operation among junior colleges, industry, and the armed services that may prove to be a turning-point in vocational-technical education, that may provide industrial services in peacetime and be a great potential for security in national emergencies. Gradually, but very slowly, lip service to the great needs in semiprofessional training and general education has been giving way to honest endeavor.

Yes, the past year has been a good one. We expect the new year to be better.

Recent Writings

Judging the New Books

WILLIAM C. GREENOUGH, *College Retirement and Insurance Plans.* New York: Columbia University Press, 1948. Pp. xii + 274. \$4.00.

A WELL-DESIGNED retirement and insurance plan is an important factor in attracting to college staffs distinguished men of the highest caliber. If a college receives the maximum benefit from its retirement plan, the objectives of the plan should insure much more than provision of adequate income upon retirement of its staff members. A suitable plan not only can help the college attract promising new staff members but also can aid the college to hold its best staff members, drop those who are below average, and improve the efficiency and morale of the staff.

This book is a product of both the experience of the author, Mr. William C. Greenough, assistant to the president of the Teachers Insurance and Annuity Association of America, and the writings and constructive advice of Dr. Rainard B. Robbins, a recognized authority in the field of pensions and social security.

The data upon which this study is based were provided by eight

hundred college and university presidents and business officers, who supplied information on benefit plans in effect at their institutions and, in many cases, evaluated the objectives and operations of their plans.

The book is addressed to university and college administrative officers, faculty members, trustees, insurance committees and representatives, officers of junior colleges and private secondary schools, officers of nonprofit research and scientific organizations, and other persons interested in social security and pension as an approach, by institutions in the United States and Canada, toward the solution of the problem of old-age security for workers in higher education.

The author states the purpose and organization of his work in his introductory remarks:

The objective of this study is to present and evaluate data provided by colleges concerning their retirement and survivor benefit plans. Various types of plans will be compared to determine which provisions seem desirable for educational institutions and their staff members. Part I traces the history of college retirement plans and outlines the types now in use. Part II

discusses pertinent material concerning planning and revising college retirement plans, and Part III deals with survivor benefit arrangements. Descriptions and listings of individual college plans are given in Part IV and in the appendices [p. 3].

Part I traces the pioneering venture of college retirement benefit plans, giving a general picture of what has taken place during the last half-century from the development of the few plans throughout the country prior to 1905. It describes the work and gifts of Andrew Carnegie in his effort to establish college pension plans through the Carnegie Foundation for the Advancement of Teaching and explains the establishment of Teachers Insurance and Annuity Association of America.

The present status of retirement is described as follows:

Two-thirds of the colleges, universities, and state teachers' colleges in the United States, employing over 85 per cent of the total number of faculty members, now have retirement plans, as do over half of the Canadian institutions. Thus a considerable majority of college faculty members may now look forward to some measure of security after retirement [p. 62].

Of the colleges that have plans, 56 per cent use TIAA contracts, and 21 per cent are state- or city-supported institutions included in broader retirement plans for public employees.

Part II, dealing with planning

and revising college retirement systems, has much pertinent material that is valuable in the setting-up of a new plan or the improvement of a plan already in operation. Space is given to the following topics: objectives of a retirement plan, analysis of provisions, financing and funding, adequacy of benefits, and retirement provisions for nonacademic employees.

The author points out, in the section dealing with the adequacy of plans now in force, that the income from annuity reserves has been materially lowered in the last few years by the decline in interest rates and the increase in life-expectancy. Consequently the retirement needs of the individual can no longer be met by the 10 per cent salary contributed by the individual and the institution, which is a provision of the plans of most colleges and universities. Valuable suggestions are presented to meet this situation.

Mr. Greenough recommends that retirement income for college staff members should come from funds sufficiently built up prior to retirement through joint contributions of staff members and the institution. He mentions the advantage of having these funds managed by an organization specializing in insurance and annuities so that a staff member who severs connection with a particular institution before retirement will not forfeit the employer's contributions toward his

retirement benefits. Since relatively few colleges and universities make provision in their plans for their nonacademic staffs, methods of handling this problem are discussed, with reasons for including this group of employees in a retirement plan.

Provision for satisfactory retirement income is the most important part of a college retirement plan. Benefit plans for dependents of staff members who die in service are desirable and valuable. Twenty-five per cent of the colleges now have group or collective life-insurance plans in operation.

In Part III the author advocates the incorporation of a survivor benefit plan into a retirement income plan as a desirable method of improving the welfare of staff members and their families:

Colleges with funded contributory retirement plans are in a particularly advantageous position since they need only supplement the death benefits provided by the retirement plan. This is done through a plan called collective decreasing insurance, which provides large amounts of life insurance for younger persons for whom the death benefits from the retirement plan are small, and modest amounts at more advanced ages when the retirement plan provides substantial benefits [pp. 72-73].

Part IV presents descriptions of many college retirement plans in

effect throughout the United States and Canada. It describes each college retirement plan which uses agency contracts, which is funded and administered by the college itself, or which is nonfunded. Retirement plans for religious workers and publicly administered plans that include staff members of colleges are also described. TIAA plans are listed in tabular form.

In the Foreword of this book, O. C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, evaluates Mr. Greenough's work:

This book will fill a real need. Any college or university president who has not established retirement and insurance plans for members of his staff will find here the arguments for doing so that should convince the most conservative board, and a guide for the formulation of such plans that will be enormously useful. Those who have plans already in operation will find many suggestions for their improvement. Thus every administrator of an institution of higher learning should not only read the volume, but should keep it near by for reference in answering the many questions which arise in dealing with the retirement and insurance problems of the staff.

I predict a widespread use for this study of a timely topic and one which has received increasing attention in the past few years [pp. vii-viii].

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Selected References

DANIEL ALBRIGHT

DOTSON, GEORGE E. "The Terminal Education Program in the Junior College," *Bulletin of the National Association of Secondary-School Principals*, XXXII (March, 1948), 125-32.

The popular tendency to castigate as "failures" all college entrants who do not graduate is an error. Students should and do vary in their educational needs, and varying college programs should be provided. This is the meaning and the function of terminal education. Its first essential is that it be planned in accordance with student needs, and it must be founded on the philosophy that "college is life-experience rather than preparation for life." The program should be developed for the occupational, civic, and cultural needs of the community, needs ascertained by research.

Scarcely less a problem than the program is the tendency on the part of faculty members to "look down on" terminal education—a tendency which is reflected and magnified in the minds of students. The consequent practice of discouraging able students from registering in terminal curriculums is the outcome of irresponsible presentation of such work as "watered-down versions of traditional courses," and it accentuates their low prestige.

The other side of terminal education is life, the life in the community outside. Contact with the community may be obtained by student participation in surveys, community activities and service, and work-experience programs.

"The future of America depends upon the

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upward extension of general education in the public schools as certainly as it rests upon higher levels of educational attainment," Dotson suggests. However, this general education must be grounded on concrete and practical materials, challenging to a wide range of intellectual capacities and interests, and favoring not the few who can achieve academic distinction but the many who can reach "personal, social, and civic adjustment."

Worth-while vocational education will not come out of a book but will be planned in co-operation with representatives of management and labor, who will assist educators in the selection of students, the planning of courses, and the definition of training standards. Ideally, the teachers should be "highly skilled workmen who possess a flair for teaching and who are carefully guided in acquiring effective teaching procedures." The program should include guidance and co-operative training, or work experience, with continuing modifications to meet changing needs in the community.

The service which the community college is best fitted to render its community is adult education. It may be true that much of adult education is "subcollegiate"; but, if the service to the community is real, the level is not important. The junior college must be evaluated in terms of its service to, and its reception by, the people, rather than by academic tradition.

HARBESON, JOHN W. "Evaluating the 6-4-4 Plan," *Bulletin of the National Association of Secondary-School Principals*, XXXII (March, 1948), 143-51.

This article presents an abbreviated objective consideration of the merits and defects, predicted and actual, of the four-year junior

college. The four-year junior college originated as a solution to the defects of the two-year type—that it provided too brief an experience to accomplish its objectives, which were drawn from college tradition, that it was uneconomical, and that it seemed a mere "appendage . . . in the shadow of an over-towering high school." The four-year junior college, on the other hand, furnishes the time necessary to accomplish dynamic objectives, with an enrolment of sufficient size to permit the enrichment of the offering and the reduction of costs per student. Standards were raised in Grades XI and XII, and the entire program operated more smoothly. Retention of students and guidance were facilitated, and extra-curriculum activities acquired dignity.

William M. Proctor's survey of the Pasadena system (Stanford University Press, 1933) is quoted as a scientific presentation of the evidence for the homogeneity of grouping Grades XI-XIV. A general summary of Koos's *Integrating High School and College* (Harper & Bros., 1946) concludes the discussion of the merits of the plan.

The predicted defects of the four-year junior college consist of those named by Walter C. Eells in *The Junior College* (Houghton Mifflin Co., 1931). Only two of the eight cited agree with those found in actual practice: (1) the problem of the public's clinging to tradition and (2), ranked first in importance by both Eells and Harbeson, the problem of adjusting to intercollegiate athletic competition. "Competing schools of other types will not permit the four-year units to organize; there is no alternative but to maintain separate upper- and lower-division teams competing in two different leagues."

The problem of Freshman orientation appears to be even more acute in the new type college than it has been in the standard baccalaureate college. It has been necessary to exercise strict surveillance over attendance, free periods, and academic achievement. After an orientation period, however, the twelfth-grader is completely ready for college freedom and presents no problem.

Developing public understanding has proved difficult, since the public, and even the faculty, cannot forget their own training

under the old system. Again, in some communities the high-school principal or the junior-college dean has acquired a "vested interest" and has made his institution impregnable to the educational advantages of reorganization. However, most of the problems of the four-year unit are the usual problems of the pioneer.

One-fourth of the patrons of Harbeson's college (Pasadena City College) have indicated opposition to the new plan. The critics fall broadly into three groups: those interested in athletic competition, the well-to-do, and those doubting the adequate maturity of the eleventh-grade student. The first have been appeased by splitting the squads for high-school and junior-college leagues. The second, the most influential, are unwilling that the junior college should be recognized as the climax of the system, since their own children will naturally continue to the traditional alma mater. The junior college which they are willing to help provide would be one that could be attended only with an "apology." The third group, a sincere and conscientious one, is answered by the success of the Freshman orientation plan.

In conclusion, Harbeson says that the four-year junior college "has the possibility of becoming the center of the educational and cultural life of the entire community to which all men and women, without regard to age or walk in life, may go for inspiration and the opportunity of life-long learning."

PROCTOR, MILTON D. "The Role of the Private Junior College," *Bulletin of the National Association of Secondary-School Principals*, XXXII (March, 1948), 133-42.

The article concludes, "If we have democracy in this country and in this world, it is essential that we have democracy in our American higher education." The ends of democracy are served by the co-operation of public and private junior colleges, the latter differentiating in costs and offerings in order to serve the various economic and intellectual strata.

As illustrations, statements of their philosophies by the deans of Bradford Junior College, Bradford, Massachusetts, and Westbrook

Junior College, Portland, Maine, are quoted. The former seeks to train for citizenship by means of a curriculum of liberal arts and sciences, with no attempt at vocational training. The latter emphasizes terminal and pre-professional courses, with "exploratory curriculums in art, music, journalism, and speech arts." This is justified by the fact that Bradford serves a higher income group than does Westbrook, the differing philosophies being adapted to different needs. It is deemed important that private junior colleges should differ in this fashion.

Proctor's personal opinion, admittedly that of a minority, is that there are only three good reasons—economy, social immaturity, and ill health—for substituting junior-college attendance for the first two years of a complete college course and hence that the transfer function of the private junior college is much less important than the terminal, pre-professional, and exploratory functions—those which are uniquely its own. Terminal programs not only must be vocational and semi-professional but also must include general and cultural courses preparing for citizenship. Professional-school requirements are satisfied either by the first two years of the senior college or by the junior college. The latter, however, provides a "two-year educational objective and a two-year guidance program" which better conforms to the needs of the pre-professional student. The exploratory function is a phase of pre-professional programs, and a most important phase in the field of the creative arts. However, the objective here should be limited to those students who are in the stage of exploration, since many high-school graduates are fully prepared for, and decided on, their senior-college or professional-school programs in the chosen field.

Like senior colleges, public and private junior colleges each have a contribution to make, to the public, and to each other, and they can and should make it in harmony.

JOHNSTON, KATHLEEN. "Home Economics Teachers for the Junior College," *College of Education Record*

(University of Washington), XIV (January, 1948), 41-42.

In addition to general education, which has as its broad aim training in citizenship, the curriculum for girls in the junior college or extended secondary school should keep in view the "most demanding and important of all jobs, that of homemaker." Such training should involve not only manual skills but also the art of living, richly and happily, by the intelligent use of time and money; and finally, "a knowledge of the way in which a woman's action in the home can affect the community around her, [and] the effect of a community on a homemaker."

To be able to give such training vitally implies a previous understanding of these broader aspects and a background in philosophy, art, and science. Persons preparing for the job will usually have been high-school teachers of home economics and consequently have mastered the basic skills; in their further training they need "more than a nodding acquaintance with economics and the application and ramifications of the factors involved, not only for the home, but for the community at large and for business, as they are all interrelated." Accordingly, a committee has been named for revision of the graduate curriculum at the University of Washington to include more in the fields of family economics, family relationships, and home management and furnishing.

"Pennsylvania Survey of Higher Education," *Higher Education*, IV (December 15, 1947), 94.

Reports that a survey of higher education in Pennsylvania is being undertaken by a commission authorized by the state legislature, for which an appropriation of \$50,000 has been made.

Need for the study is manifest by the fact that, during the year 1946-47, ten temporary colleges were started for students who could not be admitted to the regular colleges in the state. This year the number of area colleges has been reduced, but the Sophomore year has been added to those being con-

tinued. The colleges and universities have agreed to receive students on transfer from the area colleges and to recognize the credit earned. The enrolment in all colleges in the state increased from 85,703 in 1940 to 125,927 in 1946-47. The institutions are pressed to find ways and means to care for the increased enrolments. As a result, many requests and suggestions have been made for permanent expansion of existing institutions as well as for the creation of new ones. Involved in the situation is the unnecessary overlapping of educational programs and the need for new types of higher education to serve the postwar era.

A joint state government commission has been authorized: "To make a complete study of the educational facilities and needs of the citizens of this commonwealth in the field of formal education commencing with graduation from high school. This study shall embrace the present college facilities, their financing, administration, the courses offered in said colleges, and the educational needs of the applicants for admission to college, and such other factors as may be germane to a complete study of post-high-school education. This study shall include universities, colleges, teachers' colleges, junior colleges, and all other institutions requiring graduation from high school for admission."

SEAY, MAURICE F. "Public Higher Education in Kentucky," *Higher Education*, IV (December 15, 1947), 89-92.

Summarizes the major recommendations resulting from a survey of public education in Kentucky. Though chiefly concerned with the recommendations that deal with the plans for control of higher education in the state,

the article lists certain other important suggestions that pertain to all public institutions of higher education for white students. Two of these have implications for junior-college education:

"(1) Some of the institutions should establish terminal-vocational curriculums of two or three years' duration in accordance with current demands for such training. These curriculums should be planned so as to have the least amount of duplication among institutions.

"(2) The state institutions should divide the curriculum into lower and upper divisions, and award the certificates of associate in arts, et cetera, to those students who cannot, or do not wish to, become candidates for baccalaureate degrees."

"Two-Year Curricula at Eastern Oregon," *Higher Education*, IV (September 1, 1947), 11.

Announces that semiprofessional, terminal-type, two-year curriculums have been in operation for two years at Eastern Oregon College of Education, La Grande, Oregon. Courses are offered in secretarial science, merchandising, radio-electric service, and preparation for medical and dental assistants.

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